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# Foundation Phase statutory assessment and reporting arrangements

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## Guidance

# Foundation Phase statutory assessment and reporting arrangements

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| <b>Audience</b>            | All leaders, chair of management committees and proprietors of funded non-maintained settings; teachers, headteachers and governing bodies of maintained schools; local authorities; national bodies with an interest in education.   |
| <b>Overview</b>            | This document replaces the <i>Foundation Phase on-entry assessment and reporting arrangements</i> draft guidance issued in May 2011. It sets out the statutory requirements for teacher assessment which will be introduced for the Foundation Phase from the start of the 2011/12 school year for maintained schools and 2012/13 for funded non-maintained providers.  |
| <b>Action required</b>     | All leaders and management committees/proprietors of funded non-maintained settings delivering the Foundation Phase, teachers, headteachers and governing bodies of maintained schools must ensure that the requirements set out in this document are implemented in line with the dates specified.   |
| <b>Further information</b> | <p>Enquiries about this document should be directed to:<br/>Foundation Phase Branch<br/>Curriculum Division<br/>Department for Education and Skills<br/>Welsh Government<br/>Cathays Park<br/>Cardiff<br/>CF10 3NQ<br/>Tel: 029 2082 6075<br/>e-mail: <a href="mailto:foundationphaseinfo@wales.gsi.gov.uk">foundationphaseinfo@wales.gsi.gov.uk</a></p> <p>For queries regarding National Data Collection processes and submission of data contact:<br/>e-mail: <a href="mailto:ims@wales.gsi.gov.uk">ims@wales.gsi.gov.uk</a></p> |
| <b>Additional copies</b>   | <p>Can be obtained from:<br/>Tel: 0845 603 1108 (English medium)<br/>0870 242 3206 (Welsh medium)<br/>Fax: 01767 375920<br/>e-mail: <a href="mailto:DfESWales1@prolog.co.uk">DfESWales1@prolog.co.uk</a></p> <p>Or by visiting the Welsh Government's website at<br/><a href="http://www.wales.gov.uk/educationandskills">www.wales.gov.uk/educationandskills</a></p>   |

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## Introduction

- 1.** This document replaces the *Foundation Phase on-entry assessment and reporting arrangements* draft guidance issued in May 2011. It contains information about the assessment and reporting to parents/carers<sup>1</sup> arrangements in the Foundation Phase. The document also contains details of the dates by when teacher assessment should be finalised.
- 2.** All leaders of funded non-maintained settings, practitioners<sup>2</sup> and headteachers of schools that are involved in the Foundation Phase assessment and reporting arrangements should have a copy of this document.
- 3.** Two copies will be sent to each funded non-maintained setting and three copies to each school. The document is also available on the Welsh Government website at [www.wales.gov.uk/educationandskills](http://www.wales.gov.uk/educationandskills)

## Principles of assessment

- 4.** It is essential that all practitioners working with children have an understanding of child development and the learning needs of children. Through observing children while they are involved in activities, practitioners will find out how the children's skills are developing, what they are able to do and what support is needed to take the learning forward. Practitioners will also be able to gather information on what the children know and understand, as well as their personal preferences. Data and information gathered when observing children is an important tool in developing a complete picture of the children and should transfer with the child as he/she moves through the Foundation Phase.
- 5.** Observation and assessment of the achievements of children within the continuous, enhanced and focused provision across a range of contexts and over a period of time enables practitioners to:
  - get to know the individual child and highlight his/her strengths, interests and developmental needs
  - inform children of their achievements and next steps for their learning and development
  - inform colleagues, parents/carers of children's achievements and next steps for their learning and development
  - inform transition throughout the Foundation Phase and between the Foundation Phase and Key Stage 2.

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<sup>1</sup> Throughout this document, where reference is made to the terms 'parent/carer' and 'parents/carers', this also includes others with parental responsibility.

<sup>2</sup> Throughout this document, where reference is made to the term 'practitioner' this includes staff in funded non-maintained settings, classroom assistants and teachers.

## Background

**6.** The Foundation Phase has brought together what was previously known as the Early Years (from 3 to 5-year-olds) and Key Stage 1 (from 5 to 7-year-olds) of the national curriculum to create one phase of education for children aged between three and seven which is set out in the *Foundation Phase: Framework for Children's Learning for 3 to 7-year-olds in Wales* (Welsh Assembly Government, 2008).

**7.** Statutory rollout of the Foundation Phase framework started in September 2008 for all 3 to 4-year-olds in maintained schools and funded non-maintained settings and will be completed in the 2011/12 school year. The associated assessment and reporting arrangements will begin to be introduced on a statutory basis from the start of the 2011/12 school year for schools. Further information can be found at Appendix A.

## General requirements

### Leaders of funded non-maintained settings'/headteachers'<sup>3</sup> duties

**8.** Leaders of funded non-maintained settings and headteachers of maintained schools have a duty to secure the implementation of the Foundation Phase, and its associated statutory assessment and reporting arrangements, in their settings/schools. Leaders of funded non-maintained settings and headteachers should ensure that their settings/schools comply fully with the statutory assessment and reporting arrangements as described in this guidance document and in any subsequent guidance.

**9.** Statutory assessment and reporting in the Foundation Phase comprises the following.

### On-entry assessment

- Within 30 working days of a child first entering the Foundation Phase, in the six Developmental Areas which make up the *Foundation Phase child development assessment profile* (Welsh Assembly Government, 2011)<sup>4</sup>.
- A written report to parents/carers on the child's achievement in each of the six Developmental Areas, during the term in which the on-entry assessment was completed.

<sup>3</sup> Throughout this document, where reference is made to the 'headteacher', the school governing body must ensure that the headteacher's duties are carried out by his or her nominated representative if the headteacher is temporarily or permanently absent.

<sup>4</sup> Throughout this document reference to the 'Profile' means the *Foundation Phase child development assessment profile*.

**10.** These arrangements are statutory for maintained schools from the start of the 2011/12 school year and for funded non-maintained settings from the start of the 2012/13 school year.

**11.** As the on-entry assessment arrangements are introduced and the existing baseline assessment arrangements removed, and to ensure that all children are assessed when they first enter the Foundation Phase or as soon after as possible, the following arrangements will apply in the 2011/12 and 2012/13 school years for children who have not previously been assessed. In each case the result of the assessment must be reported to parents/carers.

**12.** For those children who entered the Foundation Phase during the 2010/11 school year in a funded non-maintained setting and who transfer to a maintained school in 2011/12 or 2012/13 the receiving school must undertake an assessment (using the Profile) during the first six weeks of the child's admission.

**13.** For those children who entered the Foundation Phase during the 2010/11 school year in a maintained school, the school should assess the child (using the Profile) during the first six weeks of the 2011/12 school year.

**14.** For those children who enter the Foundation Phase during the 2011/12 school year in a funded non-maintained setting:

- an on-entry assessment (using the Profile) must be undertaken by that setting in the 2012/13 school year if the child remains at that setting

or

- by the receiving school if the child transfers during the 2011/12 or 2012/13 school year.

### **Nursery, reception and Year 1 (maintained schools only)**

**15.** An end of year written report to parents/carers providing brief particulars on the child's progress in all Areas of Learning.

## End of phase

**16.** Not later than 20 working days before the end of the summer term:

- an assessment of the child's attainment in the Foundation Phase outcomes: Personal and Social Development, Well-Being and Cultural Diversity; Language, Literacy and Communication Skills; and Mathematical Development

and

- a written report providing brief particulars on the child's progress in all Areas of Learning.

## On-entry assessment

**17.** The 12 accredited Baseline Assessment Schemes previously used in schools in Wales have been replaced from the start of the 2011/12 school year in maintained schools by the Profile. In funded non-maintained settings the Profile will be introduced on a statutory basis from the start of the 2012/13 school year.

**18.** Leaders of funded non-maintained settings and headteachers of maintained schools must ensure that:

- a statutory on-entry assessment is undertaken within six weeks of a child first entering the Foundation Phase
- the assessment addresses each of the following Developmental Areas which make up the Profile:
  - Personal, Social and Emotional
  - Speaking and Listening
  - Reading and Writing
  - Sort, Order and Number
  - Approach to Learning, Thinking and Reasoning
  - Physical
- the assessment of each Developmental Area is undertaken in the language of the setting.

**19.** The main purpose of the Profile is to provide a ‘baseline’ of where the child is and the next steps for their development. For the majority of children, that assessment will be made at around the age of three, i.e. during the term following their third birthday. However, some children may not enter the Foundation Phase (and thus will not be assessed) until they are four or until they reach compulsory school age, i.e. the term following their fifth birthday. The Profile has been designed to accommodate the on-entry assessment of children between the ages of three and five. The Profile could also be used to gather evidence of a child’s progress as they move through the early part of the Foundation Phase. This evidence will inform how the child is making progress in the Foundation Phase Areas of Learning.

**20.** All assessments are made through practitioner observation. Using the six Developmental Areas listed in paragraph 18, practitioners will gain a good insight into the whole child. All judgements will be made on a best-fit basis. Each of the Developmental Areas consists of seven Steps and each Step is represented by two or three Descriptions of Behaviour. Appendix B contains an example from the Profile which illustrates one of the Descriptions of Behaviour and Steps for the Developmental Area covering Personal, Social and Emotional.

**21.** The Descriptions of Behaviour cover the developmental age equivalents of 18 to 84 months. This is to ensure that all children between the ages of 36 and 60 months are appropriately catered for. The Profile is likely to prove useful to practitioners beyond a one-off on-entry assessment, for as long as there remains progress to be made by children against the Descriptions of Behaviour.

**22.** The following table sets out the age equivalent of each Step on the Profile.

| Step | Age equivalent (months) |
|------|-------------------------|
| 1    | 18–24                   |
| 2    | 24–30                   |
| 3    | 30–36                   |
| 4    | 36–48                   |
| 5    | 48–60                   |
| 6    | 60–72                   |
| 7    | 72–84                   |



**23.** In exceptional circumstances a child may be recorded as a W or a D.

- W may be appropriate when a child has been unable to demonstrate sufficient Descriptions of Behaviour for a Step to be awarded for a particular Developmental Area.
- D would be appropriate where a child has been disappplied from the assessment by his or her Statement of Special Educational Needs.

**24.** Whilst the child's on-entry statutory assessment should be undertaken in the language of the setting, where resources permit, settings/schools may also wish to undertake an assessment in the child's home (first) language. The result of this additional assessment will be non-statutory but should be included in the child's educational record.

**25.** When undertaking their on-entry assessment, practitioners will wish to have regard to relevant information that may accompany the child when they join the setting or school, e.g. discussions with parents/carers and Growing Skills II information for children who have benefitted from Flying Start.

## Recording and retaining evidence for on-entry assessment

**26.** The type and range of record keeping used to assist with practitioner assessment is a matter for individual settings and schools to decide. Elaborate arrangements for recording assessments and retaining evidence are neither required nor necessary to satisfy Estyn inspections. When keeping records, settings/schools should consider the implications of the Data Protection Act 1998. Personal and medical information should also be handled sensitively and securely.

**27.** However, information gained from on-entry assessments will support practitioners in identifying children's next steps in learning. On-entry data will form part of the child's educational record. The detail, other than the record wheel, contained in the record form that is provided as part of the Profile material must be used by practitioners to record their summative on-entry assessment.

**28.** The results of each child's attainment against the seven Steps of the Profile must also be reported to parents/carers and may be used by the settings/schools and local authorities to provide value-added indicators and progress measures as children move through the Foundation Phase and into Key Stage 2.

**29.** The results of the on-entry assessment will be collected centrally through existing national data collection arrangements.

## Ongoing assessment in nursery, reception and Year 1 (this includes funded non-maintained settings)

**30.** There is no statutory assessment at the end of nursery, reception or Year 1, however leaders/headteachers, where appropriate, should ensure that all practitioners gather evidence to inform each child's progress in all Areas of Learning.

## End of Foundation Phase teacher assessment

**31.** Headteachers of maintained schools must:

- ensure that a statutory end of phase teacher assessment<sup>5</sup> is undertaken not later than 20 working days before the end of summer term
- identify which children should be assessed at the end of the Foundation Phase
- ensure that, at the end of the Foundation Phase, teacher assessment Foundation Phase outcomes, as described in the Foundation Phase framework, are finalised and recorded for:
  - Personal and Social Development, Well-Being and Cultural Diversity
  - Language, Literacy and Communication Skills
  - Mathematical Development

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<sup>5</sup> When a child arrives in a school after the second Tuesday in May (known as the specified date on roll) it is the responsibility of the headteacher of the previous school to ensure the end of phase assessment is undertaken. The assessment information and the child's record must be provided to the school to which the child has transferred.

- remind practitioners of their contractual duty to undertake the assessment arrangements.

**32.** The Foundation Phase outcomes in the Foundation Phase framework describe the skills and range of performance that children working within a particular outcome should characteristically demonstrate. Based on their ongoing observations throughout the Foundation Phase practitioners should, when deciding on a child's level of attainment at the end of the Foundation Phase, judge which Foundation Phase outcome best fits the child's performance. Each Foundation Phase outcome should be checked against adjacent Foundation Phase outcomes to ensure that the outcome awarded is the best fit to the child's performance.

**33.** In order to arrive at a rounded judgement of a child's performance all practitioners should use a range of evidence over time. Practitioners should not record a best-fit outcome for a child through one or two observations in the last term of the child's time in the Foundation Phase. End of phase assessment should be based securely on practitioners' collective understanding of the outcomes set out in the Foundation Phase framework. Assessment should be based on existing evidence of attainment and not on the basis of any projections of children's future performance.

## Valid teacher assessment outcomes and codes

**34.** The following table contains the valid outcome and codes for children at the end of the Foundation Phase.

| Teacher assessment outcome  | Code |
|---|------|
| Performance Above Foundation Phase Outcome 6                            | A    |
| Foundation Phase Outcome 6  | 6    |
| Foundation Phase Outcome 5  | 5    |
| Foundation Phase Outcome 4  | 4    |
| Foundation Phase Outcome 3  | 3    |
| Foundation Phase Outcome 2  | 2    |
| Foundation Phase Outcome 1  | 1    |
| <b>W</b> orking toward Foundation Phase Outcome 1                       | W    |
| <b>D</b> isapplied from the Foundation Phase curriculum or part thereof | D    |
| <b>N</b> ot awarded an outcome for reason other than disapplication     | N    |

**A** is awarded when evidence shows that a child has securely attained all elements of Outcome 6 within a particular Area of Learning.

**W** may be reported when a child is currently working towards Foundation Phase Outcome 1.

**D** may be reported where it has been necessary to disapply a child from teacher assessment by a child's Statement of Special Educational Needs; or where it is inappropriate to offer the Foundation Phase curriculum as it currently applies to him or her.

**N** may be reported where circumstances exist that prevent a school from having sufficient knowledge and evidence on which to base a teacher assessment.

## Recording and retaining evidence at the end of the Foundation Phase

**35.** The type and range of record keeping used to assist with practitioner assessment is a matter for individual settings/schools to decide. Elaborate arrangements for recording assessments and retaining evidence are neither required nor necessary to satisfy Estyn inspections. When keeping records, schools should consider the implications of the Data Protection Act 1998. Personal and medical information should also be handled sensitively and securely. Further guidance can be found at [www.wales.gov.uk/publications/circular/circulars2006/1552927/?lang=en](http://www.wales.gov.uk/publications/circular/circulars2006/1552927/?lang=en)

## Reporting arrangements in the Foundation Phase

**36.** This section contains information on the reporting of individual children's assessment and progress information for each school year of the Foundation Phase. It also provides information on the school and national comparative information to be included in end of phase reports to parents/carers.

**37.** The statutory requirements are set out in the Education (Pupil Information) (Wales) Regulations 2011.

## Reporting to parents/carers

**38.** All parents/carers should be treated equally unless there is a court order limiting the individual's exercise of parental responsibility. As such, settings and schools should make every effort to report to everyone who is a parent/carer<sup>6</sup> although this may not be the person with whom the setting or school liaises on a day-to-day basis.

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<sup>6</sup> For further guidance see National Assembly for Wales circular No: 12/2007 "*Parents*" and "*Parental Responsibility*".

## Reporting arrangements for the on-entry assessment

**39.** Leaders of funded non-maintained settings and headteachers of maintained schools must arrange for parents/carers to receive a written report of their child's on-entry assessment which covers the following Developmental Areas set out in the Profile:

- Personal, Social and Emotional
- Speaking and Listening
- Reading and Writing
- Sort, Order and Number
- Approach to Learning, Thinking and Reasoning
- Physical.

**40.** When a child enters the Foundation Phase during the autumn, spring or summer term a written on-entry assessment report must be provided to the parent/carer. The report must include the Step achieved in each Developmental Area and brief particulars of the child's achievements.

**41.** Arrangements must be made for the parent/carer to receive the report during the term in which the on-entry assessment was completed. The parents/carers should also be made aware of the arrangements to discuss the report with the appropriate person in the setting/school.

**42.** Where additional non-statutory assessments have been undertaken in the home (first) language of the child, settings/schools may also wish to consider including that information in the report to the parent/carer.

**43.** Included in the supporting material for the Profile is a record wheel that provides a graphical representation of the Steps for each Developmental Area. Practitioners may find this helpful when describing to parents/carers the on-entry assessment and subsequent progress made by the child as he/she moves through the early part of the Foundation Phase. The record wheel, which is not statutory, also provides a format that practitioners may choose to use when reporting on the child's progress in creativity and Creative Development.

## Reporting of children's progress in nursery, reception and Year 1

**44.** For all children in the Foundation Phase in nursery, reception and Year 1 the written report should include, as a minimum, the following information:

- brief particulars of a child's progress in all relevant Areas of Learning
- activities followed as part of the Foundation Phase curriculum and religious education<sup>7</sup>
- a summary of the child's attendance
- details of the arrangements for parents/carers to discuss the report.

**45.** The requirement to provide a written report at the end of the year does not apply when a child has entered the Foundation Phase during the summer term and the parent/carer has received an on-entry assessment report.

**46.** For pupils with statements of special educational needs, leaders/headteachers are required to prepare reports for the annual review of the pupil's statement. This is required by the Education (Special Educational Needs) Regulations 2002 (SI 2002/152) and is in accordance with the guidance offered in the Code of Practice on the Identification and Assessment of Special Needs. These reports may, if schools wish, serve as the annual report to the parents/carers on the child's achievements. If so, leaders/headteachers must ensure that reports produced as part of the annual review include all of the information specified in the regulations on pupil information in this section.

**47.** The statutory requirement to provide a written report at the end of the year does not apply to funded non-maintained settings. However, leaders of such settings are encouraged to adopt the good practice of providing to parents/carers a report on the progress their child has made in each Area of Learning.

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<sup>7</sup> Provision of religious education is not a requirement for children in nursery schools/classes or funded non-maintained settings.

## Reporting arrangements for the end of phase assessment

**48.** Headteachers of maintained schools must arrange for parents/carers to receive a report of their child's end of phase assessment which covers the Foundation Phase outcomes for:

- Personal and Social Development, Well-Being and Cultural Diversity
- Language, Literacy and Communication Skills
- Mathematical Development.

**49.** The report must include:

- brief particulars of a child's progress in all relevant Areas of Learning
- activities followed as part of the Foundation Phase curriculum and religious education
- a summary of the child's attendance
- details of the arrangements for parents/carers to discuss the report
- a brief commentary on what the results show about a child's progress, including strengths and areas for development
- a statement that the outcomes have been arrived at through statutory teacher assessment.

**50.** For pupils with statements of special educational needs, headteachers are required to prepare reports for the annual review of the pupil's statement. This is required by the Education (Special Educational Needs) Regulations 2002 (SI 2002/152) and is in accordance with the guidance offered in the *Code of Practice on the Identification and Assessment of Special Educational Needs*. These reports may, if schools wish, serve as the annual report to the parents/carers on the child's achievements. If so, headteachers must ensure that reports produced as part of the annual review include all of the information specified in the regulations on pupil information in this section.



## Powers of the Responsible Person<sup>8</sup>

**51.** The Responsible Person has discretion to:

- include in a report any further information about a child's progress, beyond the minimum required; it is particularly important to provide contextual information in reports on children with additional learning needs and it will often be appropriate to supplement the basic minimum information with a more detailed account of the child's progress in relation to the curriculum that the child is following
- decide the format of reports to parents/carers and of reports to settings/schools to which the child may transfer
- arrange for a report to be translated or conveyed orally into languages other than English or Welsh, where it appears necessary to do so
- decide when to issue reports to parents/carers as long as the minimum required information is sent to parents/carers by the end of the summer term
- exclude from the report to parents/carers information that may breach a confidence, be harmful to the child or parents/carers, or involve disclosing information about another child (as set out in the following paragraph).

**52.** The Responsible Person has specific powers to exclude certain confidential information from reports to parents/carers. This relates to information:

- provided by anyone other than:
  - an employee of the authority that maintains the school or funds the setting
  - a teacher or other employee at the setting/school (including an educational psychologist engaged under a contract for services)
  - an education welfare officer
  - the person requesting disclosure

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<sup>8</sup> The 'Responsible Person' means the headteacher of a maintained school or maintained nursery school or the person responsible for the provision of education in a funded non-maintained setting.

- that identifies a person (other than the child to whom the information relates or one of those specified above) as the source of the information or as the person to whom the information relates
- that, in the Responsible Person's opinion, would be likely to cause serious harm to the child concerned or to any other person
- that has a bearing on a case of child abuse or the risk of it
- that would serve to disclose information about a child other than the child being reported on.

## School comparative information

**53.** This is information pertaining to the percentage of children in the school at each Foundation Phase outcome for:

- Personal and Social Development, Well-Being and Cultural Diversity
- Language, Literacy and Communication Skills
- Mathematical Development.

**54.** Where appropriate, the school comparative information should also include the following, expressed as percentages of the numbers of children eligible for assessment:

- those disapplied under Sections 113–116 of the Education Act 2002
- those working towards Foundation Phase Outcome 1
- those not awarded a level for reasons other than disapplication.

## National comparative information

**55.** As the first statutory end of phase assessments will not take place until the 2011/12 school year, national comparative information will not be available for inclusion in reports until the 2012/13 school year. With effect from the 2012/13 school year the information to be included is the percentage of children in Wales at each Foundation Phase outcome for:

- Personal and Social Development, Well-Being and Cultural Diversity
- Language, Literacy and Communication Skills
- Mathematical Development.

**56.** Where appropriate, the national comparative information should also include the following, expressed as percentages of the numbers of children eligible for assessment:

- those disapplied under Sections 113–116 of the Education Act 2002
- those working towards Foundation Phase Outcome 1
- those not awarded a level for reasons other than disapplication.

**57.** Each year the national results for Wales will be published on the Welsh Government's website at [www.wales.gov.uk/statistics](http://www.wales.gov.uk/statistics)

## What happens when a child moves to a new setting or school?

**58.** When a child moves to a new setting or school, existing documentation about the child's progress and achievement must be passed, where reasonably practicable, to the leader of the new setting or headteacher of the receiving school, as appropriate. This is required within 15 school days of the child ceasing to be registered at the old setting or school, or within 15 school days of receiving a request for the information from the new school.

**59.** The information must contain:

- the child's on-entry assessment results for the Developmental Areas of Personal, Social and Emotional; Speaking and Listening; Reading and Writing; Sort, Order and Number; Approach to Learning, Thinking and Reasoning; and Physical
- for schools, the child's statutory end of phase teacher assessment results in the Areas of Learning of Personal and Social Development, Well-Being and Cultural Diversity; Language, Literacy and Communication Skills; and Mathematical Development, and the school year in which the assessments were made.

**60.** The duty to provide such information to a child's new setting/school does not apply where:

- the child has been registered at the setting/school for less than four weeks; however, in such a case, the leader/headteacher should make every effort to pass on in turn to the new setting/school any information that may have been transferred from a child's previous setting, school or schools
- it is not reasonably practical for the leader/headteacher to find details of a child's new setting/school; however, the leader/headteacher should at least telephone the child's parents/carers and, if their address is known, write to the parents/carers to ascertain where the child will continue his or her education.

## Support materials

### **Support for teacher assessment in the Foundation Phase**

*Observing Children* (Welsh Assembly Government, 2008)

*Foundation Phase Child Development Profile Guidance*  
(Welsh Assembly Government, 2009)

*Foundation Phase child development assessment profile*  
(Welsh Assembly Government, 2011)

*End of Foundation Phase assessment: Exemplification of outcomes*  
(Welsh Assembly Government, 2011)

### **Regulations**

Education (National Curriculum) (Assessment Arrangements on Entry to the Foundation Phase) (Wales) Order 2011

Education (National Curriculum) (End of Foundation Phase Assessment Arrangements and Repeal of the First Key Stage Assessment Arrangements) (Wales) Order 2011

## Appendix A: Summary of assessment arrangements

| Age  | Type of assessment   | Timing   | What must be assessed  | Purpose   |
|--|--|--|--|---|
| When a child first enters Foundation Phase at the age of three, four or five.                            | Practitioner assessment through observation using the Profile.   | Within 30 working days of the child entering the Foundation Phase.                               | <p>Foundation Phase Developmental Areas covering:</p> <ul style="list-style-type: none"> <li>Personal, Social and Emotional</li> <li>Speaking and Listening</li> <li>Reading and Writing</li> <li>Sort, Order and Number</li> <li>Approach to Learning, Thinking and Reasoning</li> <li>Physical.</li> </ul> <p>Assessments to be undertaken in the language of the setting.</p> | <ul style="list-style-type: none"> <li>Provide a 'baseline' for each child as they enter the Foundation Phase.</li> <li>Enable practitioners to build each child's learning programme.</li> <li>Provide an initial assessment to engage parents/carers in their child's development.</li> <li>Form part of the child's record.</li> <li>Enable settings/schools and local authorities to provide value-added indicators and progress measures as children move through the Foundation Phase and into Key Stage 2.</li> <li>Provide a national 'baseline' of children as they enter the Foundation Phase.</li> </ul> |
| Other Foundation Phase years (nursery, reception and Year 1 – including funded non-maintained settings). | There is no statutory assessment at the end of nursery, reception or Year 1. However, leaders/headteachers, where appropriate, should ensure that all practitioners gather evidence on each child's progress in all Areas of Learning. |  |  | <ul style="list-style-type: none"> <li>Inform end of year written reports to parents/carers.</li> <li>Gather information to take the children's learning forward and planning their next stage of learning and development.</li> </ul>  |
| When a child completes the Foundation Phase at age seven.  | Statutory end of phase teacher assessment.   | Twenty working days before the end of the summer term in the final year of the Foundation Phase. | <p>Foundation Phase outcomes for:</p> <ul style="list-style-type: none"> <li>Personal and Social Development, Well-Being and Cultural Diversity</li> <li>Language, Literacy, and Communication Skills (English or Welsh)</li> <li>Mathematical Development.</li> </ul>   | <ul style="list-style-type: none"> <li>Provide a summative assessment of the child's attainment and progress.</li> <li>Highlight strengths and areas for development.</li> <li>Inform the child's next steps for their learning.</li> <li>Provide the Year 3 teacher with information about each child's learning and developmental needs.</li> <li>Provide a national picture of attainment which can be used for benchmarking and value-added indicators.</li> <li>Form part of the child's record.</li> </ul>  |

## Appendix B: An example from the Profile

### Personal, Social and Emotional

3c

#### Identifies own feelings and emotions

Young children do not always have awareness of the fact that they are experiencing different emotional states. This Description of Behaviour is concerned with the developmental stage at which such emotions come to personal awareness. For instance, they may be happy, sad, excited, nervous, or scared and can recognise and express how they feel. This self-awareness is evident when children are able to identify and describe their emotions to an adult or another child.

#### How, where and when to assess

Awareness of feelings can be observed in all areas of continuous provision at any time of day, or in focused activity designed to talk about different feelings. The feeling must be identified verbally, in gesture, using puppets, or perhaps in an annotated drawing.

#### Examples

- Mirrors can provide feedback to children in many different ways. In this example, children were trying out various expressions denoting a range of emotions. The mirror activity was about more than making faces, owing to the fact that children were articulating the feeling associated with each expression with which they were experimenting.
- Jess, Ieuan and Gareth sat with Mrs Williams who had just read them a story about an owl. Jess said "I am scared in my bedroom. I hear noises and shout my Dad." She had identified experiencing a sense of fear and was able to articulate this feeling, reminded by the emotion felt in listening to the story.

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**Progress towards outcomes:** As they make progress towards Outcome 3, children's appreciation of the range of their emotions increases. They are likely to demonstrate some control over their emotions and some of the ways in which emotions are shown in different contexts.

**Creativity:** Explorations of materials, sounds and pictures can encourage the expression of ideas and moods such as happy or sad which are features of Creative Development Outcome 3.